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ABSTRACT

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module offers information on how young people may avail themselves of community health care facilities, locate appropriate health resources, establish sound communication with health professionals and understand methods of paying for health care. An outline is presented of five class sessions in which the students will: (1) explore attitudes toward health resources and identify elements of self-care and preventive care; (2) identify expectations for patients and caregivers, and talk to a health care worker; (3) examine ways to pay for health services and care; (4) learn about specialists, clinics, hospitals, voluntary health organizations, and alternative health care, and also locate resources in their community and learn how to find them outside of the community; and (5) discover the functions of community health officials and examine health problems in the community. (JD)

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DEPARTMENT OF HEALTH & HUMAN SERVICES

PRELIMINARY DRAFT
ADMINISTRATIVE REVIEW COPY
Public Health Service
Centers for Disease Control

Memorandum

Date: October 1983

From: Director, School Health and Special Projects
Division of Health Education
Center for Health Promotion and Education

Subject: Teenage Health Teaching Module
LOCATING HEALTH RESOURCES

To: Colleagues in School Health and Health Promotion

The attached module, Locating Health Resources, is one of sixteen modules in the Teenage Health Teaching Modules (THTM) program. The overall goal of this health curriculum for adolescents is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being and that of the families, schools, and communities to which they belong.

The THTM program was produced under contract (CDC 200-79-0922) between the School and Society Programs of the Education Development Center, Inc., and the Center for Health Promotion and Education of the Centers for Disease Control.

Inquiries related to this module should be directed to this office. Write or call:

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Roy L. Davis

SP 026480

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This is one module in the Teenage Health Teaching Modules (THTM) program, a health education curriculum for adolescents developed by Education Development Center, Inc. (EDC) and funded by the Center for Health Promotion and Education, Centers for Disease Control, Public Health Service, U.S. Department of Health and Human Services.

The overall goal of the THTM program is to provide secondary school students with knowledge, skills, and understandings that will enable them to act on behalf of themselves and others in health-enhancing ways. Each THTM module frames an adolescent health task and is designed to help students contribute to their own present and future health and well-being, and that of the families, schools, and communities to which they belong.

Official health and education agencies may also contact the School Health and Special Projects Office, Division of Health Education, Center for Health Promotion and Education, Centers for Disease Control, Atlanta, GA 30333, (404) 329-2829 or FTS 236-2829.

TEENAGE HEALTH TEACHING MODULES

Health Is Basic: An Introduction to the THTM Program for Teachers and Students

Understanding Growth and Development

Being Fit

Eating Well

Communicating in Families

Promoting Health in Families

Having Friends

Living with Feelings

Handling Stress

Protecting Oneself and Others: Smoking, Drinking, and Drugs

Preventing Injuries

Improving Health and Safety in the Workplace

Locating Health Resources

Using New Health Research

Acting to Create a Healthy Environment

Planning a Healthy Future

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Of the 16 modules, the following eight modules received some field testing - CHOOSING A HEALTHY WORKPLACE, PLANNING A HEALTHY FUTURE, HEALTH IS BASIC: AN INTRODUCTION TO THE THTM PROGRAM FOR TEACHERS AND STUDENTS, PREVENTING INJURIES, LOCATING HEALTH RESOURCES, PROTECTING ONESELF AND OTHERS - SMOKING, DRINKING AND DRUGS, ACTING TO CREATE A HEALTHY ENVIRONMENT, AND PROMOTING HEALTH IN FAMILIES.

The contractor was not required to revise the modules based on this limited field test; but, we feel that it is necessary to share the reactions received with you. Listed below are the comments on LOCATING HEALTH RESOURCES as reported to us by the contractor in their report entitled, Eight Teenage Health Teaching Modules: A Preliminary Review, July 1983.

Review Sources: Teacher logs

1. Eleventh and twelfth grade physical education elective (Colorado).

2. Eleventh and twelfth grade home economics elective (Colorado).

3. Ninth grade required health (Massachusetts).

Overall Comments

Teacher and student reaction to LOCATING HEALTH RESOURCES was mixed. A teacher of "very bright" 11th and 12th grade students in Colorado emphasized the inappropriateness of the module's content and approach for high school students. Included with his log were a series of student comments reinforcing this perspective. For example:

- "The module wasn't very helpful because most of the information was already given in earlier health courses."

- "The material was extremely simple -- something I assume most students know well by junior high if not sooner. I found no value in covering subjects well known."

- "Perhaps you should try this module at a lower level of teaching."

While most of the module did not spark the interest of his class, however, students did enjoy and gain "a great deal of important information" from Activity Three, "Paying for Care." Likewise, 11th and 12th graders in a Colorado home economic class and 9th grade students in a heterogeneous Massachusetts health course were very involved in Activity Three. Massachusetts students, for example, were impressed by daily hospital costs and absorbed by the information from ads and pamphlets brought in by their teacher to supplement the activity. Activity Four, "Resources Located in the Community/Resources to Locate Elsewhere" also interested these two classes of students who demonstrated an awareness of many clinics and health referral agencies in their immediate communities and the surrounding urban areas. Neither class

was especially motivated by or interested in the first two activities of the module as some students were already familiar with the material (e.g., symptoms for which you should see a doctor) and others were unfamiliar and therefore reluctant to expose their lack of information. Both teachers indicated the difficulty of having a guest speaker come to class on short notice. Finally, reaction to Activity Five, "Public Community Health Resources" was mixed. While Massachusetts students were "skeptical and critical," not seeing the need to know the information presented during the activity, Colorado students enjoyed the "Dangers" scenarios and were interested in the subject of community health.

Issues/Ideas and Suggested Revisions

The limited and mixed nature of the data available on LOCATING HEALTH RESOURCES makes it difficult to assess the module at this time. One question raised by initial teacher and student use is the appropriateness of the module's content and activities for senior high school students. Teacher comments also indicate the need to include additional background information, e.g., more detailed information on public health departments and on insurance. Students appear most interested in health insurance issues, in identifying local health resources and in determining where to seek help when confronted with a health problem.

Suggested module changes/revisions include:

- Shifting guest speaker to a later point in the module to allow adequate lead time for arranging.
- Including more teacher background materials.
- Sending the module out for further review and/or field testing.

Technical Review Comments

Technical review comments indicate that the goals, content and methodology of LOCATING HEALTH RESOURCES appear adequate and appropriate for high school students. It is suggested that the module focus more narrowly on the local community, however, and the potential involvement of students in local health issues and with local health organizations. Technical reviewers also recommend more adequate coverage of confidentiality issues in relation to health problems and stress the need for teachers preparation and training to make the material interesting and relevant to students and to prepare teachers for dealing with sensitive health topics in classroom discussions.

Concluding Comments

Preliminary review of the final eight Teenage Health Teaching Modules is largely positive. Reviewers consistently state that the modules are clearly organized and provide adequate background material for teachers. They also comment that the activity methods and content are appropriate for junior and/or senior high school students. Health educators are impressed with the variety of teaching strategies integrated into the modules, and generally feel comfortable with the teaching methods.

Only two modules (LOCATING HEALTH RESOURCES AND PROTECTING ONESELF AND OTHERS) received mixed reactions. For the most part, negative comments focused on lack of student engagement with particular activities, difficulties some students had making connections between activities, or the presentation of large amounts of new information. Only continued use of the modules will reveal whether these reactions are general or idiosyncratic

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Introduction

Most people would like to know more about health resources in general, and resources in their own communities in particular. But often it's difficult to know how to choose the right service or where to go, so vast is the array of clinics, hospitals, and health maintenance organizations. In smaller communities, the choice may not be as large as in cities, where the types of caregivers are as myriad as the illnesses that threaten us. Primary care physicians, nurse practitioners, specialists, dieticians, nutritionists, dentists, physical therapists, public health officers, psychologists, and psychiatric social workers are some of the many professionals available in most large communities.

In this module, we first address attitudes toward health caregivers and health care facilities, because it is sometimes the long-term fears or hesitations about these professionals and institutions that prevent people from seeking help for their health needs. Identifying and resolving such attitudes in oneself may be the first step towards being able to find and use resources well. In addition, adolescents need to learn the broad concepts of self-care and preventive care, in order to take advantage of all possible strategies for keeping healthy, as well as all available resources.

In a doctor's office or a clinic, many of us may be uncertain what questions to ask, or how to communicate our needs to the health professional. Using a health resource well involves more than going there for treatment. It calls for clarifying our expectations and developing a trusting relationship with the health care professional to whom we turn. Adolescents who know how to maximize the benefits of a visit, treatment, or service will not hesitate to get preventive and curative health care in the future.

In addition, this module stresses the importance of specific knowledge about paying for health care, a subject that mystifies many people. Too often we do not ask about the crucial, concrete benefits of an insurance plan when we go for a job interview. Or we may be reluctant

to seek health care because we think it is "too expensive," not knowing about free services or services offerred on a sliding payment scale, which takes into account the specific financial situation of a family.

In the past, health care was often the province of one physician, a general practitioner, who frequently made house calls. Now an individual might take a subway or make a long trip to a clinic, where a team of professionals provides complete health care. At such a clinic, services include not only the curative ones, but the preventive ones as well: genetic counseling, stop-smoking programs, early diagnostic screening. The term "health care" has expanded to mean care taken in health, as well as in sickness.

In this module, we stress how adolescents can locate appropriate health resources in their own communities and in other places. As children, they probably relied on parents and guardians to provide them with the right doctor, or to lead them to the right clinic. As adolescents, they will want to assume more responsibility for their needs--including health care.

Community health is a large, vague concept to many of us. In this module we provide adolescents with knowledge of the very real, important services provided by each community's board of health and health officers: public health education, environment and sanitation, communicable disease control. In addition, we begin to acquaint adolescents with some national and international health organizations, in order that they might feel a part of the larger "community" engaged in disease prevention and caregiving.

This module also reinforces the idea that one's relationship with health care professionals must be a collaborative one, and that health services and health facilities should be used without fear. Equipped with this knowledge and these attitudes, adolescents can feel "in charge" of their own well-being and can serve as a source of counsel and information to their families, friends, and neighbors.

Note to teachers: If you are also using the module Promoting Health in Families, you may want to explain to students why they compile their personal health records in that module and in this one. The health records, integral to each module, are compiled for quite different reasons--here to gain familiarity with health service records, and in Promoting Health in Families to create a permanent personal health record.

Goals of the Module

- To encourage students to assume increasing responsibility for their own health needs.
- To help students identify personal attitudes toward health caregivers and facilities.
- To help students identify important aspects of self-care and preventive care.
- To encourage students to feel comfortable using health services.
- To encourage students to communicate effectively with health care professionals.
- To enable students to make wise health care choices both now and in the future.
- To encourage students to make the professional-patient relationship a collaborative one.
- To encourage students to be well-informed consumers of health resources.
- To encourage students to be assertive in their relationships with health professionals, in order to maximize their understanding of health concerns.
- To inform students about insurance plans and other payment arrangements for health services.
- To enable students to locate health resources in their own communities and to search out the "missing" ones.
- To help students identify special functions of hospitals and clinics.
- To promote understanding concerning the functions of the public and community health departments.
- To enable students to serve as a source of health information for friends, families, and important others.

Module Overview

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
One			
About Health Resources: Your Attitudes and Concerns	Students will look toward health resources and identify elements of self-care and preventive care	Brainstorming, mini-lecture, discussion, Health Resources at Your Fingertips	1
Two			
Using Health Resources Well	Students will identify expectations for patients and caregivers, and will talk to a health care worker	Role plays, class discussion, visit with health care professional	2
Three			
Paying for Care	Students will examine ways to pay for health services and care	Mini-lecture, handouts, discussion, brainstorming, testing questions for interview	1

ACTIVITY	DESCRIPTION	INSTRUCTIONAL METHOD	# OF CLASS PERIODS
Four			
Resources Located in Your Community/ Resources to Locate Elsewhere	Students will learn about specialists, clinics, hospitals, voluntary health organizations, and alternative health care. Students will locate resources in their community and learn how to find them outside of the community.	Handout, group discussion, scripted health situations, class research	2
Five			
Public Community Health Resources	Students will discover the functions of community health officials and will examine health problems in the community.	Mini-lecture, scripted "Dangers," neighborhood tour	1

Activity One

About Health Resources: Your Attitudes and Concerns

Objectives

Cognitive: Students will be able to:

- Distinguish between positive and negative attitudes toward health resources.
- List important aspects of self-care and preventive care.
- Recognize symptoms that require professional treatment.

Affective: Students will:

- Recognize that individuals must act on their own behalf in seeking health resources.
- Recognize that locating health resources is an important part of self-care.
- Become more aware of their own attitudes toward health caregivers.

Activity at a Glance

Through brainstorming, mini-lecture, and discussion, students will explore attitudes towards health care resources, and learn that self-care and preventive care are part of the whole "resource" issue.

Preparation

1. As background, you can read "Promoting Health in Families," a THTM module that deals with health issues and concerns throughout the life cycle.

2. In addition, How to Be Your Own Doctor (Sometimes) by Dr. Keith W. Sehnert (Grosset and Dunlap, 1975) is a good source of information on self-care.

3. Make copies of "Health Resources at Your Fingertips" (pages 45, 46, and 47) for the whole class.

Procedure

1. Brainstorm

Read the following phrases to the class, one at a time. Ask students to write down the first thought or feeling that comes to them on hearing each phrase, without "editing" their responses.

Going to a clinic

Going to a doctor

Taking care of yourself

Taking medication

Going to the medicine cabinet

Calling a doctor

Having a cold

Having a serious illness

Having a venereal disease

Talking to your parents/friends/important others about private health problems

Feeling sick

Getting a shot

Having stitches

Ask students to share their "association." (NOTE: As you talk, you will probably discover many complex, sometimes fearful associations among your students. Many people, mature adults included, have negative associations with doctors, hospitals, clinics, and so on. Early fears or painful experiences can stay with us into adult life, making us reluctant to seek necessary help. A doctor may have said, "It won't hurt," but it did. An early hospital stay may have really frightened a child.)

Discuss the following questions with the class:

- Why do you suppose some people are afraid of medical "helpers"--or fear going to clinics or hospitals?
- Why are some people afraid to talk about private health concerns (like V.D., for instance) with important others?
- Why does feeling sick sometimes scare us?

2. Notes for Teacher Mini-Lecture

ATTITUDES, PREVENTIVE CARE, SELF-CARE

In order to locate--and use well--the appropriate health resources, we need to explore our attitudes towards them. Sometimes our fears and hesitations prevent us from getting care when we need it. We may put off going to a clinic for counseling because we feel it is awkward or shameful to admit that we might want help with emotional issues. We may wait until an illness becomes serious because we carry around childhood fears of doctors' offices, hospitals, or other facilities.

We may also misunderstand the broader meaning of health care and health care resources, which includes preventive care and involves taking advantage of immunization programs, practicing daily habits like exercise, watching your diet, not smoking. Each measure you take to keep yourself healthy is a preventive measure. Getting skin tests and x-rays, remembering early warning signs of serious diseases, learning to practice self-examination--these are all ways to practice preventive health care.

Increasingly, responsible health care includes self-care, which is not the same as self-diagnosis or self-medication. Some people think self-care means never getting a doctor's help and never taking any

medication, but the responsibility of self-care includes getting treatment and drugs that are helpful and necessary. Self-care includes using common sense to avoid harmful substances and activities, and working to keep yourself fit.

Choosing the best doctor, going to the best medical center, and having the most complete health insurance are good practices. In addition, good self-care means taking care of your emotions: talking to others when you're feeling low, knowing you should get help when you feel depressed for a long time or show symptoms of serious depression.*

Responsible self-care also includes knowing when to call a doctor. You know that you need professional treatment when:

- Pain is very bad and does not go away.
- Blood is coughed up or appears in the stool or urine.
- Diarrhea or vomiting does not stop.
- Fever is high--38.5° C (102° F) or over.
- Breathing is uneven, fast, or short.
- Heartbeat is very fast or irregular.
- There are injuries such as broken bones, deep cuts, or wounds.
- You are confused or in a dazed state.
- You have been bitten by an animal.**

Responsible self-care also means assessing the quality of the care and treatment your doctor is providing, insisting upon clear explanations from him or her, and getting second opinions--especially in the case

*Adapted from Harold S. Diehl, Ted K. Tsumura, Lorraine J. Henke, and Thomas W. Bonekemper, Health and Safety for You (New York: McGraw Hill, 1980), p. 375.

**Health and Safety for You, p. 387.

of surgery. It means asking questions and being prepared to search for the kind of care you need and desire.

After the mini-lecture, ask students:

- What are some other aspects of self-care?
- Does your family encourage/discourage self-care? Preventive care?

3. Group Discussion and Written Work

Ask the students to think about some adolescent health concerns, like acne, premenstrual tension and cramps, weight gain and loss, mononucleosis, mood swings, venereal diseases. Then have them write down their answers to the following questions:

- In terms of self-care, what measures can you take regarding these adolescent health concerns? (Emphasis: With concerns about weight, for instance, students can be sure to exercise daily as part of self-care.)
- In terms of prevention, what measures can you take? (Emphasis: With concerns about mononucleosis, for instance, students should always get enough rest and eat a balanced diet, since one of the causes of mononucleosis is sheer exhaustion.)

Ask students to share their responses with the class.

4. Planning for the Next Activity

Ask the students to name a health care resource--a clinic, teen clinic, mental health clinic--they should like to know about. Explain that you will invite a professional from the facility most students mentioned to come speak to the class, describing particular care activities and answering students' questions. If students are uncertain about types of facilities, you might use their health concerns to suggest some that seem appropriate. Since you may not be able to obtain a professional from a particular facility on short notice, ask the students to indicate their first, second, and third choices. Then ask the school nurse to help you arrange for a relevant professional to meet with the class during the next activity. When you call the person, tell him or her that the class will be asking questions about using services, talking to health professionals, and other concerns.

5. Homework for This Session

Pass out one copy of Health Resources at Your Fingertips to each student. Explain that throughout this module, students will be filling in the blanks with information and also using the book for classroom activities. By the end of the module, students will have filled in many important kinds of information that they and their families should have "at their fingertips."

For now, ask students to look over the material on patient/doctor expectations, in preparation for the next activity. With parents and important others, they should discuss what should be added to the list of expectations.

In addition, students can fill in any of the blank spaces with information they might already have. For instance, they may already know the number of the nearest hospital or clinic, or a parent might know the name of a public health official.

Activity Two

Using Health Resources Well

Objectives

Cognitive: Students will be able to:

- Distinguish between effective and ineffective communication with health care professionals.
- Describe important services of one health care facility.
- List the expectations that patients and professionals have for each other.

Affective: Students will:

- Recognize that the patient-professional relationship must be a collaborative one.
- Recognize the value of clarifying their expectations as patients.
- Recognize that knowing one's own medical history is an important part of maintaining personal health.
- Become aware that parents and the school health team are potential resources for health concerns.

Skills: Students will be able to:

- Fill in a standard medical form with ease and comfort.
- Elicit clear, understandable information from health care providers.

Activity at a Glance

In the first session, students will learn the importance of clear communications and of clarifying their expectations through the techniques of role playing and group fantasy. In the second session, students will talk with a health care professional to learn about the full services of a particular facility.

Preparation

Session One:

Make copies of the "Medical History" form for the whole class.

Session Two:

Remind the invited health care professional of the time this class meets. You can request that he or she bring any available brochures as a source of extra information for students. It might be helpful if you let him or her read Activities One and Two of this module, in order to have some background information.

Procedure

Session One:

1. Group Fantasy and Role Play

Ask students to imagine they have a health problem: a disease, a complaint, major or minor symptoms of an illness. Ask:

- What is the first thing you should do? (Emphasis: Keeping in mind the usual signs that tell you to get help, you should first talk to parents, important others, or the school health team. Obviously, this is easier in some cases than in others. For instance, if an adolescent suspects he or she may have a venereal disease that will probably be difficult to discuss with parents, the adolescent may find it easier to turn to the school health team.)

Next, students should imagine themselves in an office or clinic. Explain that you will be the "doctor," for the next few minutes, in a role play in which the students are the patients.

Stand or sit behind a desk, and pass out the medical history forms to each student. Tell them this is usually the first step in a visit to a doctor.

In your "doctor" role, paraphrase the following explanation:

> I need to have a detailed description of your past medical history. Your medical history, as well as some details about the medical history of your immediate family, often provide clues about the origin of a present illness and about the best way to treat it. Unfortunately, some memories are vague about past illnesses, hospitalizations, injuries, immunizations, and other details. At times this can make it difficult for a physician to provide the best medical care possible.

Ask students to fill in the first three parts of the medical form, as best they can. (Also, mention as "teacher" that this information need not be shared with classmates.)

Answer any questions that may come up as best you can in your role as doctor. Students should look over the rest of the form and ask any other questions that may occur to them. You can probably anticipate the following two questions:

- What is the relevance of the questions about drugs, alcohol, and smoking? (Emphasis: These habits can affect reactions to prescribed drugs. In addition, risks associated with these substances may aggravate other risks in your background.)

- Why is it important to try to remember all past illnesses? (Emphasis: Because diagnosis and treatment can be affected by past illness, remembering them can be helpful to your doctor.)

2. <u>Talking to Professionals: Another Role Play</u>

Step back into your "teacher" role and ask students:

- Do you find it difficult to talk to professional health caregivers?

- If so, why do you suppose it is difficult?

Then explain:

> We all need information about illness and treatment in terms we can understand. It's difficult to assume responsibility if we don't know exactly what we have, or how we are to follow treatment.
>
> Some physicians assume you understand their "jargon," not realizing that their terms may be confusing. You need to ask questions in a way that lets the physician know you are interested in your health, and that you want to understand completely the nature of your problem and what to do about it.
>
> It's a good idea to write down your complaint and questions on a small card, so that you'll remember everything you want to say. You might also take a friend along with you to your appointment, asking him or her to take notes on the information you receive.

Next, ask for a volunteer to be the patient in a role play. You yourself will be playing a doctor who uses obscure language. (This role play illustrates the legitimacy of asking questions to get clear, usable information.) Share the script below with the volunteer as you perform the role play together.

GETTING IT STRAIGHT

Patient: "So I have acne, like everyone else. But what is it? How do I get it?"

Doctor: "Well, it's the increased activity of the sebaceous glands. More sebum from these glands makes comedones that...."

Patient: "Wait. What's sebum? What's sebaceous? Can you explain this in terms I can understand?"

Doctor: "Sebaceous glands are oil glands. Sebum is the secretion from them that form comedones that plug the ducts...."

Patient: "I followed you up to a point. What's a comedian when you use it like that? I never heard comedian used like that...."

Doctor: "Comedone--kom-e-donz--simple, a blackhead. The blackheads plug the ducts of the glands, which creates an inflammatory process,

which in turn leads to the formation of papules and pustules on the skin."

Patient: "Please clarify the meaning of papules and pustules."

Doctor: "Pimples."

Patient: "Plain old pimples?"

Doctor: "Just like everyone else."

Patient: "I'd appreciate it if you'd say all this again, so I can be sure I understand."

After the role play, go back into your "teacher" role, and make the following points about talking to professionals:

- Keep asking questions until an understandable answer is given, using such phrases as the following:

  "What exactly is X?"

  "What does X mean?"

  "How will I be affected by X in the future?"

  "Please explain X in a way that I'll understand."

- Continue to seek answers until you feel comfortable with the explanation.

- Do not feel "dumb," or mystified, or intimidated if you don't understand. (Even though you may be nervous or upset about feeling sick, or about being in a new place, you're the consumer of the services offered and you're entitled to clear and direct information.)

3. Discussion: Mutual Expectations

Students should turn to "Patient's Expectations" in Health Resources at Your Fingertips, reproduced on p. 17 for your convenience. First ask if they have any other expectations to add to the list, after talking at home with parents and important others. Then explain that this is, in effect, a list of consumer rights: the seeker of health care services is a consumer, who is entitled to the highest quality of respectful treatment, clear infor-

mation, and informed, professional advice. In the past few years, people have become more vocal about the kinds of care that is needed and expected; they have become more active consumers. For instance, many women disliked being separated from their newborns and families while in the maternity wards. So, they became active in initiating the idea of "birthing rooms," where families can be together, and mother and infant can maintain a close relationship from the moment of birth.

Read aloud each expectation or right listed below. Call for examples and a discussion of each point.

PATIENT'S EXPECTATIONS

- Considerate and respectful care.
- Sufficient time for a careful and thorough examination.
- Concern with the total person (attention to diet, habits, family background, and personal feelings).
- Information concerning the illness in words the patient can understand. (Emphasis: Clarity, stating once again what has been explained.)
- Information about alternative methods of treatment and participation in choosing the method to be used.
- Notification of health hazards associated with the recommended treatment.
- Freedom to refuse treatment to the extent permitted by the law, and information about the possible medical consequences of refusal.
- Freedom to obtain a second diagnosis from another physician, especially regarding surgery.
- Privacy concerning one's medical condition and treatment.

Then ask:

- What should you do if your expectations are not met? (Emphasis: You can look for another doctor who better

suits your needs and expectations, if the situation is not an emergency. Spend some time talking with other people who have similar health complaints, and get another referral. Sometimes the personalities of doctor and patient simply clash, and you may want to change doctors in order to feel more comfortable.)

Point out that physicians and other professional caregivers also have expectations about their patients. Ask students to read the "Doctor's Expectations" (reprinted below) from Health Resources at Your Fingertips.

DOCTOR'S EXPECTATIONS

- Consideration and respect.
- Complete details of past medical history.
- Detailed description of present illness, including when it began, what has happened since, and what the patient has done to treat it.
- Details of one's life that might be related to the illness, including information about job, family, interpersonal stress, use of tobacco, alcohol, or drugs.
- Commitment to follow physician's instructions.

Ask students what else they think doctors expect from their patients. Discuss why the best patient-doctor relationship is a collaborative one.

Session Two:

1. Talking to the Caregiver

Introduce the health caregiver to students, and invite the school nurse to participate, if he or she desires to do so. Open the floor to students' questions, but be sure to touch on most of the following:

- In what kind of health care work are you involved? Do you specialize in a particular kind of health care?
- If I need your services, how do I go about obtaining them?

- Are you located in a private office, hospital, clinic, community health department, or voluntary health organization?
- What transportation is there to your facility?
- Do you work with other health caregivers? What are their specialties?
- Are there any special services for teens?
- What do your health care services cost? How do people pay for your services? Are your services covered by health insurance? Is it possible to make a sliding scale payment arrangement?
- What do you expect of patients in order for your relationship with them to result in maximum health benefits?
- What is "quackery"?

If there isn't much time left for this last question--a very important one--you can mention the following "signals" of quackery* to students.

- A person or company claims that it alone has a special formula or a newly invented machine that will cure a certain disease.
- A person or company guarantees that you will be cured very quickly. (In medicine there are no guarantees. Cases differ in many ways.)
- A product is sold by mail or door-to-door, especially when case histories and testimonials are stressed in the advertising.
- The person or organization claims that it is being mistreated by the medical profession because of fear of competition.
- The advertising demands use of the product for a "trial period" to test the treatment.
- You are encouraged to ignore medical advice you may have already received regarding surgery, x-rays, or prescribed drugs.

*From Health and Safety for You, p. 380.

2. Homework for This Session

Close this session by telling students that the next activity will concern paying for health services. They might want to talk to parents or guardians about different kinds of insurance, or to bring to class insurance brochures that describe various plans to class. (Be sure to emphasize, however, that they need not share any of this information with classmates.) Students might ask the following specific questions at home:

- What kind of health insurance do we have?
- How long am I covered?
- What special services are covered?

In addition, with the help of parents, guardians, or important others, students should fill in the rest of the medical history form. The completed form should be kept in a safe place, easily available the next time health care services are needed.

MEDICAL HISTORY

Name_____ Age_____ Sex _____

Height_____ Weight_____ Place of Birth_____

Grade Completed in School____ Present Occupation (Job)_____

Family

Marital status_____ Spouse's age_____

Number of children_____

Age_____ Sex_____ Age_____ Sex_____ Age_____ Sex_____

Parents

Mother living?_____ Age if living_____

Mother dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Father living?_____ Age if living_____

Father dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Siblings

Number of brothers_____

Living?_____ Age if living_____

Dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Living?_____ Age if living_____

Dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Numbers of sisters_____

Living?_____ Age if living_____

Dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Living?_____ Age if living_____

Dead? _____ Cause of death_____ Age at death_____

Serious illnesses_____

Personal Medical History

Serious illnesses (Include age when you had each one.)

_____

_____

_____

Hospitalizations (Include age when you were in the hospital and why you were in the hospital.)

_____

_____

Injuries (Include age when each happened.)

_____

_____

Immunizations (Give dates.)

_____

_____

Do you have any allergies? Please list.

_____

Do you take any drugs regularly? Please list.

_____

How much alcohol do you drink each week?_____

How much tobacco do you smoke each week?_____

Have you ever had psychiatric counseling?_____ If so, at what age? _____

Reason_____

_____

Type of counseling_____

_____

Activity Three

Paying for Care

Objectives

Cognitive: Students will be able to:

- Identify important aspects of health insurance.

Affective: Students will:

- Value and appreciate the importance of having some form of health insurance.
- Recognize that health insurance can help to prevent financial catastrophe.

Skills: Students will be able to:

- Formulate important questions to ask potential employers about health insurance.

Activity at a Glance

Through mini-lecture, handout, discussion, and brainstorming, students will learn about the value of insurance and its applicability for their future.

Preparation

Make copies of "Did You Know?" (one per student).

Procedure

1. Sharing Information About Health Insurance

Ask students to write their family insurance policy numbers in their copies of Health Resources at Your Fingertips.

Ask students for the general feedback on insurance that they found out through their homework or to pass around brochures or pamphlets from home. Be sure to tell them they need not mention any personal family details. Rather, you might ask:

- What are all the various kinds of insurance you discovered?
- What kinds of health needs were covered?
- Were you surprised at some of the services that were covered?

2. Notes for Mini-Lecture

Before you begin, ask students to be sure to interrupt you if they have any questions.

WHAT IS INSURANCE?

Knowing about insurance helps an individual or a family plan for the future. Without insurance, a catastrophic illness or accident can seriously damage the finances for a family. Health care is extremely expensive; most families would be unable to pay for a serious illness and could in fact be driven to financial disaster. Health insurance is designed to protect families and individuals from unpredictable costs. In general, it pays for most of the cost of hospitalization, and physicians' fees in and out of the hospital. But plans vary in what they cover.

Many employers do provide health insurance for their employees, but it is not required by law. When insurance is provided, it is usually under a group plan, which is less costly than individual policies. Individual policies are available to anyone, employed or not.

Some employers offer alternative plans, so that the employee can choose the one that best suits his or

her needs. Once again, the plans may vary a great deal in the kind of coverage they offer.

There are also public health insurance programs, funded by state and federal monies to help low-income families, the disabled, and the elderly pay for their medical expenses. In addition, HMO's (Health Maintenance Organizations) provide a relatively new form of health care insurance: prepaid group health services under one roof. The individual who joins pays a fixed fee, in advance, and chooses a doctor and nurse from those available. Visits may then be made at the facility at no additional cost. Health Maintenance Organizations attempt to keep medical costs down by promoting health awareness and preventive medicine.

3. Class Discussion and Letter

Hand out copies of "Did You Know?" which contains additional detailed information on insurance costs of care. Give students a few minutes to read it through. If there are any additional questions, you can initiate a group project by asking for a volunteer to write down all the questions and then mail them to: Health Insurance Institute, 1850 K Street N.W., Washington, D.C. 20006.

4. Group Discussion

Explain to students that purchasing health insurance involves the same basic rules as purchasing any other item. That is, you should shop around, compare values, and know exactly what you need.

Tell students to imagine they are going to an interview for a job. You might mention that this experience won't happen for some until sometime in the distant future. But point out that it's never too early to start thinking about what to ask in such a situation. Health insurance is surely a major topic for discussion.

Have the class generate a list of interview questions concerning health insurance. If students have not mentioned the following points, be sure to include them:

- How much does the plan cost employees?
- Do I have a choice of insurance plans?
- What is the basic coverage?

- Does coverage include checkups?
- Do benefits cover catastrophic illness?
- Does the plan cover dental costs?
- What if I don't want to join the company plan? What are my other options?

After the list of questions has been discussed, emphasize that it's important to receive clear, usable answers. If the answers given seem confusing, the interviewee must ask again for more clarification. If it's possible, brochures and pamphlets should be taken home, to be read carefully before any decisions are made about an insurance plan.

5. Homework for This Session

In preparation for Activity Five (the final activity), students should start bringing in newspaper clippings, magazine stories, or any items that interest them on the subject of public and community health. They can collect anything that has to do with the activities of the board of health, communicable disease control, issues of the environment, or education for the public on health issues.

DID YOU KNOW...?

- The first thing you will be asked at a hospital is, "How will you pay for services?"
- The average price per day in a hospital is about $250. (Around $100 of that fee is for a semi-private room and standard nursing services; the rest is for other care received during the hospital visit.)
- Eighty-five percent of all people are covered by one or more private insurance plans. (But these plans vary greatly in their coverage: some provide minimum benefits, for a limited number of days in the hospital. Others may cover such needs as dentistry, drugs, and physical therapy.)
- The average price of a monthly premium for individual health insurance $50 to $60.
- Most insurance plans do not cover childbirth expenses if the woman becomes pregnant prior to purchasing the plan. (Many insurance companies do not pay for expenses incurred from medical problems that existed before the plan was purchased.)
- Some employers pay the total premium cost of group insurance, while others deduct a percentage of the cost from their employees' salaries.
- Some insurance plans cover dependents until they reach age 21, while others cover dependents up to age 18 only. (If you're 18, and not working full-time, and your family's insurance no longer covers you, you need to talk to your family about getting an insurance "rider"--an amendment that will cover you at additional cost.)
- The average annual cost per person for medical expenses is $1,000. Of that, Americans pay about $200 out of pocket.
- Medicare provides hospital and medical insurance for those 65 and over, for the disabled, and for those with chronic kidney disease. (Medicare is financed by the federal government to assist the many elderly and disabled people who cannot afford the frequent or long-term care they need.)
- Two categories of Medicaid exist: one for those who are eligible for other kinds of public assistance, and one for the medically needy. (In the first category, medical assistance is offered to those who receive Aid to Dependent Children, Supplemental Security Income, or other financial aid. The second category covers those people who are not eligible for public assistance, but who do not have enough money for medical bills.) Many members of Medicaid are aged or disabled, so they are also covered by Medicare.
- In 1977, 26.6 million people had no insurance coverage. (People aged 18 to 24 were most likely to be without health insurance.)
- Some countries--like Sweden, England, and Canada--have national health insurance, which makes quality health care available at low cost to everyone. (Some people believe good medical care is a right, like the right to police and fire protection. Others feel that to set up such a standardized program would be too costly, that people would seek care needlessly, and that people with adequate incomes should pay for their own care.)

Activity Four

Resources Located in the Community/Resources to Locate Elsewhere

Objectives

Cognitive: Students will be able to:

- Identify categories of health care specialists.
- List special functions of hospitals and clinics.
- Identify health caregiving facilities in their community.

Affective: Students will:

- Recognize the importance of knowing what specialists and special services are available in their communities.
- Value and appreciate the fact that seeking out those resources that are not available nearby is an important part of health care.

Skills: Students will be able to:

- Locate important health resources and services that are not available in their community.
- Match health care needs with special services and facilities in their communities.

Activity at a Glance

Through the handout "Hospitals and Clinics: What They Do," and classroom discussion, students will become more aware of health resources, functions, and services. Looking at national health organizations, they will learn how to locate services not immediately available in the community. They will also learn about alternative health care. In the second session, students will learn where they can find health services and resources by discussing relevant case histories and locating health resources in the community.

Preparation

1. Make copies of "Hospitals and Clinics: What They Do," one handout per student, to use in the first session.

2. For the second session ask the telephone company to provide you with local phone books containing the yellow pages. Also, paste or tape each of the ten "Where to Turn?" situations on index cards.

Procedure

Session One:

1. Notes for Teacher Mini-Lecture

SHARING INFORMATION

The health care system has changed dramatically in just a few decades. It was not so long ago when the average person or family relied almost exclusively on a family doctor, and perhaps a local hospital, for health services. While it's desirable to have a family physician, many families today do not. The health care system of the 1980s is a vast array of health caregivers and facilities, many of them specializing in providing particular services, as the guest speaker showed us. We have become extremely fragmented in health care--although in some communities that trend may be reversing. In this

activity you will get an overall picture of the kinds of resources that may exist in a well-equipped community. Since small communities may not provide certain special resources, we will also look at how to locate resources outside your community.

2. Handouts

Pass out the handout called "Hospitals and Clinics: What They Do." Tell students that, of course, not every community has all the resources, or the separate hospitals that provide particular kinds of services.

Ask:

- What services have you or your family recently received from a hospital or clinic?
- What was the complaint or illness?
- How were you served?

Hospitals

Explain to students that there are two major types of hospitals in the United States: public and community hospitals. Community hospitals are the more commonplace; they are usually nonprofit. Public hospitals include city, county, Public Health Service, military, and Veterans Administration hospitals. With up to 1,000 beds, these hospitals provide a great deal of service to many people, usually on a sliding scale or at very little cost.

Look at each category under "Hospitals" on the handout, and ask students to talk about any experiences they may have had as out-patients, in-patients, or with surgery.

Clinics

Explain that in clinics, a group of health caregivers work as a team. Some people feel that this approach provides more effective health care than a single physician. You may be examined by various specialists, who then consult with one another to determine what is causing the disorder and to recommend treatment.

Health Maintenance Organizations (HMO's) are clinics as well as insurance plans, whereby all medical needs except surgery and hospitalization are provided in one place.

Generally, the whole family would go to such a clinic, which can include doctors' offices, laboratory and x-ray facilities, emergency service, counseling, and health education services. HMO's fulfill the desire of many families to get preventive care and treatment at one facility.

Medical clinics provide comprehensive health care. A health care team includes a number of professionals, who together treat a wide range of health problems. In large cities, a relatively new example of such teams is Neighborhood Health Centers. These centers were established to provide good health care locally, for people in their own neighborhoods. Often this care is offered at a very low cost--and sometimes free of charge.

Ask students to look over the information on the handouts. Then discuss the following questions regarding clinics:

- With what kinds of concerns might a family or individual go to a mental health clinic? (Emphasis: Long-term conflicts that cause a lot of unrest within the family unit; coping with a change in the family; any individual emotional concern or problem that seems to last, or seems severe. In addition, going to such a clinic before problems become severe is an important issue.)

- With what kinds of concerns would a family or individual go to a family planning clinic? (Emphasis: Birth control advice, information on fertility, information on childbirthing techniques.)

- With what kinds of concerns would an individual go to a V.D. Clinic? (Emphasis: After any suspected exposure to V.D.; for periodic examinations, which are important because 80 percent of women and some men do not show any symptoms of some diseases; for information on decreasing the chances of getting V.D.)

- With what kinds of symptoms would someone go to a Drug/Alcohol Clinic? (Emphasis: Suspicion that alcohol or drug consumption is adversely affecting one's own or someone else's life; for information on drug or alcohol addiction.)

Ask students to turn to the Glossary in Health Resources at Your Fingertips and to look over the kinds of specialists--medical and non-medical--that are named. Ask:

- What other specialists have you (or your families) seen in the past years?
- What other kinds of non-medical care--such as home health aides, chiropractors, or nutritionists--have you (or your families) had occasion to see in the past few years?

National Organizations

Explain to students that a whole other category of health care resources is the national organization, which works to better health services. Some are voluntary, supported by financial gifts from members and others who support their work. Much progress in health and medical services has resulted from willingness of many different people to form organizations like these.

Students should turn to the list of national organizations in Health Resources at Your Fingertips, and consider a few examples. For instance, in the American National Red Cross, members collect blood to give to hospitals. They also help towns prepare for a disaster (such as a flood or earthquake) before it strikes, and offer first aid and shelter afterward. Other organizations are concerned with special disease problems. The American Cancer Society, for instance, is the nation's leading voluntary cancer organization, with chapters throughout the United States and programs aimed both at finding a cure for cancer and at alerting the public about the disease. The society funds cancer research, sponsors training programs for physicians, supports anti-smoking legislation, maintains cancer detection clinics, and provides educational materials about cancer.

Ask students to name other organizations not on the list.

3. Homework for Session One

Ask for volunteers to telephone or stop by the information desk of a facility that specializes in teen concerns. Callers should ask about special services and facilities. If there are no teen facilities available in your community, volunteers should call or stop by one of the types of clinics mentioned in this module. They should write down information obtained by phone, or pick up brochures to bring to class for the next activity.

Ask for one other volunteer to call the V.D. Hotline, in order to find out the nearest facility for your community. The volunteer can ask any other questions that may be of interest; you might poll the students for questions concerning V.D. The toll-free number is 1-800-227-8922.

In Health Resources at Your Fingertips, students should write the phone numbers of hospitals and clinics that their families use.

Session Two:

1. Sharing Information

Ask the volunteers from session one of this activity to pass out any brochures they have obtained and to tell the group what they found out about services provided by local hospitals and clinics. The volunteer who called the V.D. Hotline should then report what he or she has found out about nearby services.

In Health Resources at Your Fingertips, students should write down the numbers of service facilities relevant to their needs.

2. Case Histories

Pass out "Where to Turn?" situations to small groups of two or three students. Students should first think about the information provided by the Glossary, the handout on hospitals and clinics, and the lists of organizations. Then they should discuss their case on "Where to Turn?" and decide what services each individual might need. Using the Yellow Pages, they can research information on appropriate health resources--names and addresses--and write them down on separate sheets of paper. In addition, each small group can create another health situation in which a person has to seek out a referral, and look up the relevant information for that "case." Allow about 20 minutes for this exercise. Then ask students to share information from their papers (which you can then post on the bulletin board for ongoing information about health resources).

After students report back, discuss any of the following ideas that were not mentioned:

- Sharon can begin by talking to her parents, or someone at school. She can call a mental health clinic or the local hospital for referral to a counselor, psychologist, or social worker.

- Cathy can see her family doctor, or go to a family planning clinic, or the out-patient clinic of a local hospital to have a pregnancy test.

- Bill can write the Heart Association, a local hospital, or his father's doctor. An organization like the Heart Association can often give you the number of the nearest chapter, which would have educational materials on this subject.

- Lisa can see whether there is a drug treatment out-patient clinic attached to the local hospital, call the Council on Alcoholism, or look for a drug/alcohol clinic.

- Herb can call his doctor, go to a V.D. clinic, or see if there is a special teen clinic nearby. In addition, most hospitals can help in a case like this.

- James needs to be referred to a dental specialist. He can start by calling a dentist or a dental clinic.

- Jane can look in the phone book under "Pediatricians," or call the local hospital to see if there are any pediatric clinics attached to the hospital.

- Greg can write the American Cancer Society, or the Heart and Lung Association, or call the nearest hospital to find out about its health education programs.

Next, ask students:

What would you do if you could not find a special service, doctor, or clinic nearby? How would you locate it? (Emphasis: You can ask a doctor you know for a referral to a specialist, or for the name of a clinic. You can call the Medical Association for your area. In addition, you can call the national health organization whose interest seems closest to whatever service you need; even if it can't help you, it can probably refer you to the proper organization.) Call information for the nearest local branch of the national organization, or write the main branch of the organization to find out the chapter closest to you. For instance:

- If you knew someone whose child had a birth defect and who wanted more information about it, you could write the March of Dimes.

- If you wanted to know more about cancer research, but couldn't find much in the local library, you could call the American Cancer Society.

- If you wanted to know about a CPR course, but couldn't find one in your town, you could call the American Heart Association.

3. Homework for This Session

In Health Resources at Your Fingertips, students should begin to write down numbers that are relevant to themselves and their families, by doing a similar kind of research in the Yellow Pages. They may have already gathered some of the information in this activity; some other resources will have to researched in the phone book.

Remind students to keep looking for media coverage of public health activities. They should clip relevant articles and bring them to class for use in the next activity.

HOSPITALS AND CLINICS: WHAT THEY DO

HOSPITALS

The emergency room is the place to go for accidental injuries, or in the event of an acute, life-threatening situation.

In-patient care is hospitalization for diagnosis and treatment of illness. The term covers everything from clean linen on the bed, to backrubs and help with various physical needs, to tests, intravenous feedings, and monitoring medical technology. All services are performed under the direction of a physician by nurses, aides, dieticians, medical technicians, therapists, and others.

Out-patient care is provided in the clinic or clinics of a hospital, to those who do not need to be kept at the hospital for treatment. In many hospitals there are clinics offering prenatal care, pediatric care, information and treatment of sexually transmitted diseases (V.D.), drug treatment services (including alcohol problems), and mental health units.

Support services include the numerous services extended in a hospital, such as laboratories, x-ray facilities, and physical therapy units for rehabilitation.

Surgery refers to the space and equipment in a hospital facility for such operations as appendectomies and tonsillectomies; operations are performed by staff physicians or your own physician.

CLINICS

Drug/alcohol treatment clinics help you if you're addicted to drugs, including alcohol, and want to stop. Many hospitals have such facilities, but there are also public and private drug treatment clinics. Most treatment involves counseling and group therapy. (There are also therapeutic communities, where drug abusers can live together and share their problems in a group experience.)

Family planning clinics specialize in services related to birth control, conception, and childbirth. They provide information about birth control, helping you to determine which form is best and providing the necessary devices and materials. Family planning clinics also provide pregnancy tests and prenatal services; some also provide abortion services.

Mental health clinics provide a wide variety of services for emotional concerns and problems of individuals and families. Clinical psychologists, social workers, psychiatrists, and counselors provide therapy (that is, psychological treatment) in groups or on a one-to-one basis. Many of these professionals specialize in therapy for adolescents.

Specialty clinics treat disorders of only one body system or part: for example, eye-ear-nose-throat clinics and clinics for tuberculosis, diabetes, or lead poisoning. Others specialize in immunizations against such diseases as polio, small pox, and tetanus.

V.D. clinics treat sexually transmitted diseases, more commonly known as venereal disease or V.D. In many hospitals and clinics, treatment for V.D. is free and confidential--and does not require parental consent. (If you are unable to find a V.D. clinic nearby, you can call a toll-free national hotline for information about facilities that treat V.D. in your area. The number is 1-800-227-8922.)

"WHERE TO TURN?"

Sharon doesn't understand what is bothering her. She used to be outgoing, sociable, and always ready for the next activity with her friends. During the past six months, however, Sharon has become withdrawn. She is always afraid people won't like her, that she won't know what to say or even how to act. Lately, she has been spending most of her time outside school hours in her room at home--watching TV or just staring out the window. How can she find the counseling she needs?

Cathy is frightened. Her menstrual period is over two weeks late and she's afraid she might be pregnant. She doesn't want to get her family upset, however. She wonders if there is some place she can go on her own, to find out whether she is pregnant. Where might Cathy go for counseling? For a pregnancy test?

Bill has been thinking about it all day. Recently his father had a heart attack at work. Fortunately, the people with whom his father works were able to get immediate emergency treatment. His father will be coming home from the hospital in a few days. His doctor says it will be several months before he can return to his job. Bill wonders what he could do to speed his father's recovery. He wonders how to behave around his father. What should he do for him? What shouldn't he do? What associations might Bill call to find out about recovery from heart attacks?

Lisa is really worried about her friend Patty. They had been best friends for over a year and especially enjoyed going to parties together. Lately, however, Patty has been drinking excessively, and has actually passed out several times. Lisa wonders where it will all end. She wishes she knew whether there was some place she could go to find out how to help Patty. What kind of clinic, doctor, or organization can she call to find out about alcohol abuse?

Herb is wondering what to do. The last few days he has been experiencing a burning sensation when urinating, along with a thick mucous discharge. Herb is afraid he has V.D. He doesn't want to go to his family doctor, but he's not sure what other alternatives he has. For tests and treatment, where can Herb go?

James's grandmother has gums that are bleeding so profusely she can't eat. How can James help her find good dental care?

Jane, who is new to the community, has come over to your house. Her child, age 2, has problems digesting food. What three suggestions would you have about finding special pediatric care?

Greg badly wants his mother to stop smoking and wonders where he can find information for her. Where could he begin his search for anti-smoking information?

Activity Five

Community Health Resources

Objectives

Cognitive: Students will be able to:

- Cite various functions of a community health department.
- Identify health problems that should be dealt with by the community health department.

Affective: Students will:

- Recognize that their community health department is an important health resource.

Skills: Students will be able to:

- Use their community health department--know whom to call and where to go.

Activity at a Glance

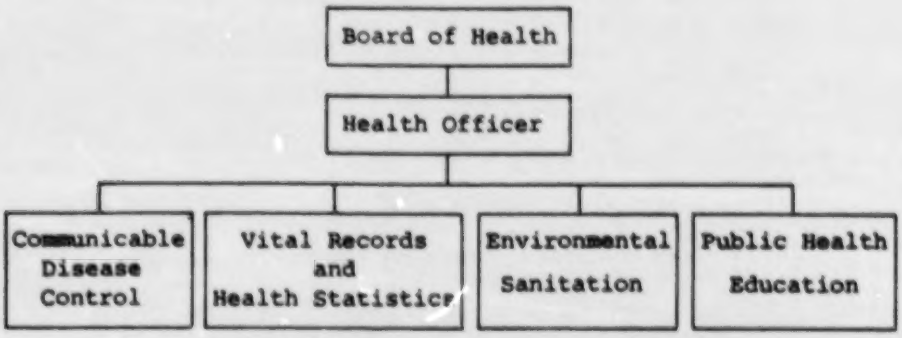
Through mini-lecture and "Danger" situations, students will explore the functions of community health departments, begin to learn how to use them, and be able to cite health hazards that need attention from officials.

Preparation

1. Duplicate "Dangers" for use in small groups, one copy for each group.

2. Copy the following diagram of a representative Community Health Department on the board, so that all the students can see it clearly.

COMMUNITY HEALTH DEPARTMENT



3. You may find it helpful and interesting to read "Acting to Create a Healthy Environment," a THTM module that contains much information on the quality of air and water in our environment, as well as a student survey on this subject.

Procedure

1. Sharing Information

Ask students to share any articles they have clipped from magazines or newspapers on activities and issues of public and community health. You can put these on the board.

2. Notes for Teacher Mini-Lecture

PUBLIC HEALTH

The term "public health" covers all efforts to prevent disease on local, state, national, and international levels. The World Health Organization (WHO), for instance, is an international public health effort. WHO provides new information about health, epidemics, and research results to all countries; works to stop illegal drug trafficking and to stem the spread of

communicable diseases; provides emergency aid; and encourages people to use good methods of fighting the pollution of the soil, water, food, and air. A national organization like the Centers for Disease Control in Atlanta, Georgia, is concerned with the control of communicable diseases, urban rat control, lead poisoning, and job safety in this country.

Some of the most important health services in a smaller community are provided by the local community health department, which works to ensure that the overall environment of a community is a healthful place for people to live.

Ask students: What makes a health environment?

Refer to the boxes labeled "Board of Health" and "Health Officer" on the board. Tell students that the managing arm of most health departments is the local board of health, whose members are usually appointed by the mayor or other governing officials. Doctors and other people interested in protecting the community health serve on the board, which usually chooses a health officer to direct the services it decides are necessary. These normally include communicable disease control, records and statistics, sanitation, and health education. Ask: Did any of the articles you collected refer to these separate services?

Then read the following descriptions to students. Ask them to take notes as you talk, and call for any questions once you've finished.

PUBLIC HEALTH DEPARTMENTS

Communicable Disease Control: Publicizes and provides immunization programs (often in cooperation with other health facilities) to prevent the spread of communicable diseases such as measles, poliomyelitis, smallpox, and influenza. Also provides treatment for communicable diseases (again, often in cooperation with other health facilities) against which a person cannot be immunized, such as syphilis and gonorrhea.

Vital Records and Health Statistics: Collects and analyzes records of births, causes of death, and types of disease that occur in the community.

Environmental Sanitation: Monitors the water supply, sewage disposal system, eating establishments, health facilities, schools, and other public facilities, to make certain that standards of sanitation are being upheld.

Public Health Education: Educates people in the community on how they can protect themselves from illness and disease.

3. Small Group Work

Divide students into small groups and give each group a copy of "Dangers." Assign one situation to each group. Ask students to discuss which service should be called for the problem they have been given.

If students don't mention the following resources, point them out:

Marie: Board of Health, Environmental Sanitation

Richard: Board of Health, Communicable Disease Area

John and Ricardo: Board of Health, Environmental Sanitation

Janice: Board of Health, Public Health Education

4. Optional Activity: Neighborhood Walk

To increase students' awareness of the issues discussed in this activity, take the class on a neighborhood tour. As they walk, tell students to keep an eye out for any obvious health hazards--any dangerous conditions that could precipitate accidents, any sewage problems. Since this is an exercise in observation, there needn't be blatant violations. Ask students what they notice generally about community health:

- Are there are dangerous conditions like abandoned buildings?
- Do they notice a lot of stray dogs?
- Are there many hazardous intersections or streets that are poorly lit at night?

When you return from the tour, ask students to make a list of any environmental health problems they have

noticed. As an ongoing class project, students can write to the appropriate officials, explaining the hazardous conditions they have noted.

5. Homework

Students should add the number of the local health department to their copy of Health Resources at Your Fingertips. In addition, they can add the numbers for individual services (like environmental health, communicable diseases, etc.). Remind students that their completed health reference forms should be kept in an accessible place at home, so that any time health resources are needed, the phone numbers and addresses are "at their fingertips."

DANGERS

Marie is concerned. On her way home last night from her job, she took a short cut through the alley that runs behind her own home and those of her neighbors. As she walked along, she saw rats scurrying among the trash cans out for the sanitation workers to empty. Marie knows that rats are carriers of disease and sometimes bite people. She thought especially of the small children that play in the yards up and down the street. It seems to her that somebody should do something, but she is unsure whom to notify. Where or to whom might Marie turn for help?

Richard has V.D. He is embarrassed because his partner is a friend of his cousin. Though he knows he has to tell the person, he just feels he can't. To whom can he turn for help?

John and Ricardo go into a restaurant in their hometown and discover grease on the plates, cloudy water in the glasses, and general filth. Where or to whom should they turn for help?

Older people have moved into the house next door to Janice's. She notices that they look ill; and she is concerned because influenza has hit her town. She wonders how they can protect themselves. Since she's friends with them, she would feel comfortable sharing any information she can get. Whom shall she call?

HEALTH RESOURCES

Police:

Fire:

Ambulance:

Poison Center:

Hot Line:

Adolescent Clinics:

Clinics:

Dentists:

Drugstores:

Hospitals:

Insurance Companies:

Mental Health Resources:

Public Health Numbers:

DOCTOR'S EXPECTATIONS

Consideration and respect.

Detailed description of present illness, including when it began.

What has happened since, and what the patient has done to treat it.

Complete details of past medical history.

Details of one's life that might be related to the illness, including information about job, family, interpersonal stress, use of tobacco, alcohol, or drugs.

Commitment to follow physician's instructions.

PATIENT'S EXPECTATIONS

Considerate and respectful care.

Sufficient time for a careful and thorough examination.

Concern for the total person (that is, attention to diet habits, family background, and personal feelings.)

Information concerning the illness in words the patient can understand.

Information about alternative methods of treatment, and participation in choosing the method to be used. Notification of health hazards associated with the recommended treatment.

Freedom to refuse treatment to the extent permitted by the law, and information about the possible medical consequences of refusal.

Freedom to obtain a second diagnosis from another physician, especially regarding surgery.

Privacy concerning one's medical condition and treatment.

GLOSSARY

Chiropractor: Treats bones and joints by manipulative therapy, in order to realign the body and relieve pinching of the nerves. (Licensed at College or Institute of Chiropractry.)

Community Mental Health Counselor: Social worker, or counselor with an M.Ed in counseling, who helps people with emotional concerns, family problems, alcoholism, etc.

Dental Hygienist: Certified health professional who cleans teeth and administers X-rays.

Dentist: Accepts responsibility for continuing dental care—treats teeth, gums, jaws. Some dentists specialize: for instance, an orthodontist diagnoses and treats people whose teeth need straightening; an oral surgeon removes teeth.

General Practitioner: Accepts responsibility for continuing care of the person/family. Treats general illnesses; refers to specialists when necessary.

Genetic Counselor: Counsels people about possible inherited birth defects, such as Tay-Sachs.

Internist: Treats diseases and disorders affecting internal areas of the body. Specialized internists include cardiologists, who treat diseases of the heart; dermatologists, who treat diseases of the skin; endocrinologists, who treat diseases of the glands. There are many others, of course.

Nurse Practitioner: Registered nurse who has advanced educational training and/or certification in a specialty area, like adult medicine, pediatrics, or obstetrics.

Obstetrician/Gynecologist: Diagnoses and treats disorders of the female reproductive system; provides care during pregnancy and delivery.

Optometrist: Examines the eyes, diagnoses eye problems, and prescribes eyeglasses and contact lenses as needed. Many optometrists also provide visual training for children and adults with learning disabilities. (Degree in optometry.)

Osteopath: Performs manipulative therapy to relax muscles. (Certified medically.)

Pediatrician: Treats illnesses of children.

Physician's Assistant: Certified health professional trained in medical procedures, who works under the supervision of a doctor.

Psychiatrist/Psychologist: Diagnoses and treats mental and emotional problems or concerns.

Surgeon: Performs surgery on various parts of the body. Most surgeons specialize in treating a certain area of the body. An opthalmologist treats the eyes; a neurosurgeon, the brain and nervous system.

Other Programs and Resource Materials

A wide variety of information materials, curriculum guides, activity descriptions, model programs, and resource listings are available from many different organizations at the National, State, and local level.

Organizations proceeded with an asterisk (*) on the following lists are but some of these having resources pertinent to this module.

SOME NATIONAL HEALTH ORGANIZATIONS

The following list is a sampling of national organizations offering health information. It is not intended to be exhaustive, and will hopefully be updated periodically to identify organizations that have been missed or that have produced new resources useful in health education curricula. THOSE SEEKING PUBLICATIONS OR INFORMATION ASSISTANCE FROM THESE ORGANIZATIONS SHOULD ALWAYS DETERMINE IF THERE IS A LOCAL OR STATE AFFILIATE OF THE NATION ORGANIZATION AND CONTACT THE CLOSEST OFFICE FIRST. Addresses and phone numbers can be checked through telephone directories, libraries, and local health agencies. ALSO HEALTH INFORMATION AND HELP IN IDENTIFYING OTHER VALUABLE RESOURCES CAN FREQUENTLY BE OBTAINED FROM OFFICIAL STATE AND LOCAL HEALTH AND EDUCATION AGENCIES, COLLEGE AND UNIVERSITY HEALTH EDUCATION PERSONNEL, AND/OR LIBRARY REFERENCE GUIDES. Many of the publications and services are free to the public; others involve a nominal charge.

Action on Smoking and Health
2013 H St., N. W.
Washington, D.C. 20006

Al-Anon Family Group Headquarters, Inc.
P. O. Box 182
Madison Square Station
New York, NY 10059-0182

Alcoholics Anonymous
P. O. Box 459
Grand Central Station
New York, NY 10163

American Academy of Dermatology
820 Davis
Evanston, IL 60201

American Alliance for Health, Physical Education, Recreation and Dance
Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091

American Cancer Society
777 Third Avenue
New York, NY 10017

American Council on Marijuana and Other Psychoactive Drugs
6193 Executive Boulevard
Rockville, MD 20852

American Dental Association
Bureau of Health Education and Audiovisual Services
211 E. Chicago Avenue
Chicago, IL 60611

American Diabetes Association
Two Park Avenue
New York, NY 10016

American Dietetic Association
430 N. Michigan Avenue
Chicago, IL 60611

American Hearing Society (formerly National Association for Hearing and Speech Action)
10801 Rockville Pike
Rockville, MD 20852

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

American Hospital Association
Department of Order Processing
840 N. Lake Shore Drive
Chicago, IL 60611

American Lung Association
1740 Broadway
New York, NY 10019

American Medical Association
Department of Health Education
535 N. Dearborn Street
Chicago, IL 60610

American Medical Association Auxiliary
535 N. Dearborn Street
Chicago, IL 60610

American Optometric Association
Attn: Communications Division
243 N. Lindberg Boulevard
St. Louis, MO 63141

American Osteopathic Association
Public Relations Department
212 E. Ohio Street
Chicago, IL 60611

American Pharmaceutical
Association
2215 Constitution Avenue, N.W.
Washington, DC 20037

American Podiatry Association
Council On Education
20 Chevy Chase Circle, N.W.
Washington, DC 20015

American Red Cross
17th and E Streets, N.W.
Washington, DC 20006

American School Health
Association
P.O. Box 708
Kent, Ohio 44240

American Social Health Association
260 Sheridan Avenue
Palo Alto, CA 94306

Arthritis Foundation
1314 Spring Street
Atlanta, GA 30309

Association for Retarded Citizens
(formerly National Association
for Retarded Children)
P.O. Box 6109
Arlington, TX 76011

Asthma and Allergy Foundation of
America
1302 18th Street, N.W., Suite 303
Washington, DC 20036

Blue Cross/Blue Shield Association
676 N. Saint Clair Street
Chicago, IL 60611

Cystic Fibrosis Foundation
Suite 558
3384 Peachtree Road, N.E.
Atlanta, GA 30326

Epilepsy Foundation of America
4351 Garden City Drive
Suite 406
Landover, MD 20785

Family Service Association of
America
44 E. 23rd Street
New York, NY 10010

Group Against Smoker's Pollution
P.O. Box 632
College Park, MD 20740

Kimberly-Clarke
Life Cycle Center
2100 Winchester Road
Neenah, WI 54956

Leukemia Society of America
800 Second Avenue
New York, NY 10017

March of Dimes, Birth Defects
Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

Mental Health Materials Center
30 E. 29th Street
New York, NY 10016

Metropolitan Life Insurance Co.
Health and Safety Education Div.
One Madison Avenue
New York, NY 10010

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019

National Center for Health
Education
30 E. 29th Street
New York, NY 10016

National Council on
Alcoholism, Inc.
733 Third Avenue, Suite 1405
New York, NY 10017

National Cystic Fibrosis
Research Foundation
60 E. 42nd Street, Suite 1563
New York, NY 10017

National Dairy Council
6300 N. Rier Road
Rosemont, IL 60018

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60612

National Fire Protection
Association
Battery March Park
Quincy, MA 02269

National Genetic Foundation
555 W. 57th Street
New York, NY 10019

National Hemophilia Foundation
19 W. 34th S., Suite 1204
New York, NY 10001

National Kidney Foundation
Two Park Avenue
New York, NY 10016

National Mental Health Association
1800 N. Kent Street
2nd Floor
Arlington, VA 22209

National Multiple Sclerosis
Society
20 E. 42nd Street
New York, NY 10017

National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611

National Society for the Prevention
of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

National Tay-Sachs and Allied
Diseases Association, Inc.
92 Washington Avenue
Cedarhurst, NY 11516

Planned Parenthood Federation
of America, Inc.
810 Seventh Avenue
New York, NY 10019

Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016

Tampax, Incorporated
Department HI
P.O. Box 7001
Lake Success, NY 11402

United Cerebral Palsy Association
330 E. 34th Street
New York, NY 10001

United Parkinson's Foundation
220 S. State St., Room 1808
Chicago, IL 60604

FEDERAL GOVERNMENT RESOURCES

Arthritis Information Clearinghouse
1700 N. Moore Street
Arlington, VA 22209

Cancer Information Clearinghouse
National Cancer Institute
Office of Cancer Communications
Building 31, Room 10A18
9000 Rockville Pike
Bethesda, MD 20205

Center for Health Promotion
and Education
Division of Health Education
Centers for Disease Control
Atlanta, GA 30333

Clearinghouse on the Handicapped
330 C Street, S.W.
Washington, DC 20201

Consumer Information Center
Pueblo, CO 81009

Environmental Protection Agency
Public Inquiries Center, PM 211-B
401 "M" Street, S.W.
Washington, DC 20460

Food and Drug Administration
Office of Consumer Inquiries (HFE-88)
5600 Fishers Lane
Rockville, MD 20857

Food and Nutrition Information
Center (FNIC)
3101 Park Center Drive
Alexandria, VA 22302

High Blood Pressure Information
Center
120/80 National Institutes of
Health, Box UR
Bethesda, MD 20205

National Center for Education in
Maternal and Child Health
3520 Prospect Street, N.W.
Washington, DC 20007

National Clearinghouse for
Alcohol Information
P.O. Box 2345
Rockville, MD 20857

National Clearinghouse for
Drug Abuse Information
5600 Fishers Lane, Room 10A43
Rockville, MD 20857

National Clearinghouse for Family
Planning Information
P.O. Box 2225
Rockville, MD 20857

National Clearinghouse for
Mental Health Information
Public Inquiries Section
5600 Fishers Lane, Room 15C17
Rockville, MD 20857

National Diabetes Information
Clearinghouse
Box NDIC
Bethesda, MD 20205

National Digestive Diseases Education
and Information Clearinghouse
1555 Wilson Blvd., Suite 600
Rosslyn, VA 22209

National Health Information
Clearinghouse (NHIC)
P.O. Box 1133
Washington, DC 20013-1133

National Highway Traffic Safety
Administration (NHTSA)
U.S. Department of Transportation
400 7th Street, S.W.
Washington, D.C. 20590

National Injury Information
Clearinghouse
5401 Westbard Avenue, Room 615
Washington, DC 20207

National Institute for Drug Abuses
5600 Fishers Lane
Rockville, MD 20857

National Institutes of Health
Bethesda, MD 20205

National Heart, Lung, and Blood Institute
Public Information and Reports Branch
Building 31, Room 4A21
National Institutes of Health
Bethesda, MD 20205

Office of Consumer Affairs
Washington, DC 20201

Office on Smoking and Health
Technical Information Center
Park Building, Room 116
5600 Fishers Lane
Rockville, MD 20857

President's Council on Physical Fitness and Sports
450 Fifth Street, N.W.
Suite 7103
Washington, DC 20001

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Consumer Product Safety Commission
Washington, DC 20207

U. S. Department of Agriculture
Washington, D.C 20250

U. S. Department of Health and Human Services
Washington, DC 20201

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